



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

12990 E. Shea Blvd., Scottsdale, AZ 85259

### Little Lamb Community School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Excelling
2004-05	Excelling
2003-04	Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### School Overview

Principal/Administrator : Ms. Betty Matthews  
 Schedule : 08:00 AM to 04:00 PM  
 Grades : K-5  
 Web Address : [www.missionmontessori.com](http://www.missionmontessori.com)  
 Phone Number : (480) 860-4330  
 Fax Number : (480) 657-3715  
 E-mail : [bmatthews@missionmontessori.com](mailto:bmatthews@missionmontessori.com)

#### Mission

Mission Montessori Academy is committed to the development of the whole child in the Montessori tradition, assisting children of all backgrounds to reach their maximum potential in integrated, child-directed, specially prepared learning environments that promote and support the highest standards of academic achievement and the development of personal autonomy, self discipline and positive communication skills.

#### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

#### School / Academic Goals

- ü Students meet and/or exceed Arizona Academic Standards, pass Arizona's Instrument to Measure Standards (AIMSTerra Nova), and achieve at least one year academic growth as defined by Arizona Department of Education.
- ü Students become independent, self-directed, responsible, literate learners through academic curriculum (Montessori), cultural curriculum and social curriculum (i.e. grace and courtesy activities, Peaceful Conflict Resolution, Virtues Program).
- ü Students develop a love for learning and respect for life through overview themes emphasizing the inter-connectedness of academic disciplines: geography/culture, botany(SEED program), zoology, (animal husbandry), history, language/reading & mathematics.
- ü Students develop an understanding and respect for self and body by making sound nutritional decisions which include conscious food choices and regular participation in physical fitness activities.

#### Enrollment

October 1, 2005 School Year Student Enrollment : 133  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 110

## Instructional Programs

- Ü Montessori Curriculum/AZ State Standards
- Ü Integrated Education of the Whole Child
- Ü Spanish/Sign Language
- Ü Computers in Classrooms
- Ü Music/Art
- Ü Character Education: Virtues Based
- Ü Physical Education Program
- Ü Sustainable Systems and Gardening

## Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	6/1/2006

## Shared Responsibilities

### School

Mission Montessori Academy's School's Family-School Partnership Agreement outlines school and family responsibilities to support student success. We provide parent education, parent orientations, parent-teacher conferences, progress reports, all-school family events, parent surveys, monthly newsletters and informal opportunities for communication/discussion.

### Parents

Parents are encouraged to join our Parent/Teacher Group, attend parent/teacher conferences, volunteer a minimum of ten (10) hours per school year, observe in the classroom, participate in special child-centered events and school fundraising activities and attend parent education evenings designed to enhance understanding of Montessori methods and school curriculum alignment with Arizona State Standards, testing and assessment measures and data, as well as other parent initiated topics.

## Transportation Policy

Mission Montessori does not provide transportation. Parent(s) and/or legal guardian(s) are responsible for bringing their children to and from school.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Baskets of Joy, city of Scottsdale recognized 3rd grade	2004
Ü Letter of Recognition for Donation: Tsunami Relief Fun	2005
Ü Arizona Commission on the Arts cultural grant	2005
Ü City of Scottsdale award for EnviroKidsFest	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	21	80010	100	100	99	490	490	447	NA	NA	10	5	5	18	52	52	53	43	43	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38935	NC	NC	99	NC	NC	447	NC	NC	9	NC	NC	19	NC	NC	55	NC	NC	17
Male	15	15	40974	100	100	98	495	495	448	NA	NA	11	7	7	18	40	40	52	53	53	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	NC	NC	34545	NC	NC	99	NC	NC	432	NC	NC	14	NC	NC	24	NC	NC	53	NC	NC	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	15	15	35142	100	100	99	490	490	465	NA	NA	5	7	7	11	53	53	56	40	40	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	19	19	69849	100	100	100	489	489	451	NA	NA	7	5	5	17	53	53	56	42	42	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	--	--	39029	--	--	98	--	--	432	--	--	14	--	--	25	--	--	52	--	--	9
Non-Economically Disadvantaged	21	21	40981	100	100	100	490	490	462	NA	NA	6	5	5	13	52	52	54	43	43	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	21	79438	100	100	98	487	487	451	NA	NA	9	10	10	24	57	57	56	33	33	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38775	NC	NC	99	NC	NC	457	NC	NC	7	NC	NC	22	NC	NC	58	NC	NC	13
Male	15	15	40560	100	100	97	483	483	446	NA	NA	12	13	13	25	60	60	54	27	27	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	NC	NC	34297	NC	NC	98	NC	NC	434	NC	NC	14	NC	NC	31	NC	NC	50	NC	NC	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	15	15	34887	100	100	98	488	488	471	NA	NA	4	13	13	15	47	47	63	40	40	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	19	19	69850	100	100	100	487	487	456	NA	NA	7	11	11	23	58	58	59	32	32	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	--	--	38685	--	--	97	--	--	435	--	--	14	--	--	32	--	--	50	--	--	5
Non-Economically Disadvantaged	21	21	40753	100	100	99	487	487	467	NA	NA	5	10	10	16	57	57	62	33	33	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	21	79971	100	100	99	486	486	423	NA	NA	8	5	5	41	81	81	49	14	14	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38974	NC	NC	99	NC	NC	437	NC	NC	5	NC	NC	33	NC	NC	57	NC	NC	4
Male	15	15	40895	100	100	98	482	482	410	NA	NA	10	NA	NA	47	87	87	41	13	13	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	NC	NC	34481	NC	NC	99	NC	NC	410	NC	NC	10	NC	NC	46	NC	NC	43	NC	NC	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	15	15	35150	100	100	99	486	486	437	NA	NA	5	7	7	35	80	80	56	13	13	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	19	19	69713	100	100	100	488	488	429	NA	NA	5	5	5	39	79	79	52	16	16	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	--	--	38994	--	--	98	--	--	409	--	--	10	--	--	47	--	--	41	--	--	1
Non-Economically Disadvantaged	21	21	40977	100	100	100	486	486	437	NA	NA	5	5	5	34	81	81	56	14	14	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	15	80147	100	100	99	530	530	482	NA	NA	11	NA	NA	17	40	40	49	60	60	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	39281	NC	NC	99	NC	NC	483	NC	NC	9	NC	NC	17	NC	NC	50	NC	NC	24
Male	NC	NC	40780	NC	NC	98	NC	NC	482	NC	NC	12	NC	NC	17	NC	NC	48	NC	NC	24
African American	--	--	4249	--	--	99	--	--	464	--	--	17	--	--	22	--	--	48	--	--	13
Hispanic	NC	NC	33494	NC	NC	99	NC	NC	466	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	11	11	36122	100	100	99	524	524	501	NA	NA	5	NA	NA	10	45	45	50	55	55	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	13	13	69852	100	100	100	525	525	488	NA	NA	7	NA	NA	16	46	46	51	54	54	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	--	--	38371	--	--	97	--	--	465	--	--	15	--	--	23	--	--	49	--	--	13
Non-Economically Disadvantaged	15	15	41776	100	100	100	530	530	498	NA	NA	6	NA	NA	11	40	40	49	60	60	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	15	79686	100	100	98	524	524	470	NA	NA	11	NA	NA	24	60	60	57	40	40	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	39163	NC	NC	99	NC	NC	475	NC	NC	9	NC	NC	22	NC	NC	60	NC	NC	10
Male	NC	NC	40438	NC	NC	97	NC	NC	465	NC	NC	13	NC	NC	25	NC	NC	54	NC	NC	7
African American	--	--	4228	--	--	98	--	--	458	--	--	15	--	--	28	--	--	53	--	--	4
Hispanic	NC	NC	33299	NC	NC	98	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	47	NC	NC	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	11	11	35914	100	100	98	528	528	489	NA	NA	5	NA	NA	15	55	55	67	45	45	14
Students with Disabilities	NC	NC	9808	NC	NC	87	NC	NC	432	NC	NC	35	NC	NC	32	NC	NC	30	NC	NC	3
Students without Disabilities	13	13	69878	100	100	100	525	525	475	NA	NA	8	NA	NA	23	62	62	61	38	38	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	--	--	38095	--	--	97	--	--	452	--	--	17	--	--	32	--	--	48	--	--	3
Non-Economically Disadvantaged	15	15	41591	100	100	99	524	524	486	NA	NA	6	NA	NA	16	60	60	65	40	40	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	15	80372	100	100	99	544	544	475	NA	NA	4	NA	NA	30	80	80	64	20	20	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	39452	NC	NC	99	NC	NC	488	NC	NC	3	NC	NC	22	NC	NC	72	NC	NC	3
Male	NC	NC	40836	NC	NC	98	NC	NC	464	NC	NC	6	NC	NC	37	NC	NC	56	NC	NC	1
African American	--	--	4264	--	--	99	--	--	465	--	--	5	--	--	35	--	--	59	--	--	1
Hispanic	NC	NC	33608	NC	NC	99	NC	NC	462	NC	NC	6	NC	NC	36	NC	NC	57	NC	NC	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	11	11	36213	100	100	99	544	544	489	NA	NA	2	NA	NA	22	82	82	72	18	18	3
Students with Disabilities	NC	NC	10526	NC	NC	94	NC	NC	427	NC	NC	15	NC	NC	53	NC	NC	31	NC	NC	1
Students without Disabilities	13	13	69846	100	100	100	541	541	482	NA	NA	3	NA	NA	26	85	85	69	15	15	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	--	--	38521	--	--	98	--	--	461	--	--	6	--	--	38	--	--	55	--	--	1
Non-Economically Disadvantaged	15	15	41851	100	100	100	544	544	489	NA	NA	3	NA	NA	22	80	80	72	20	20	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

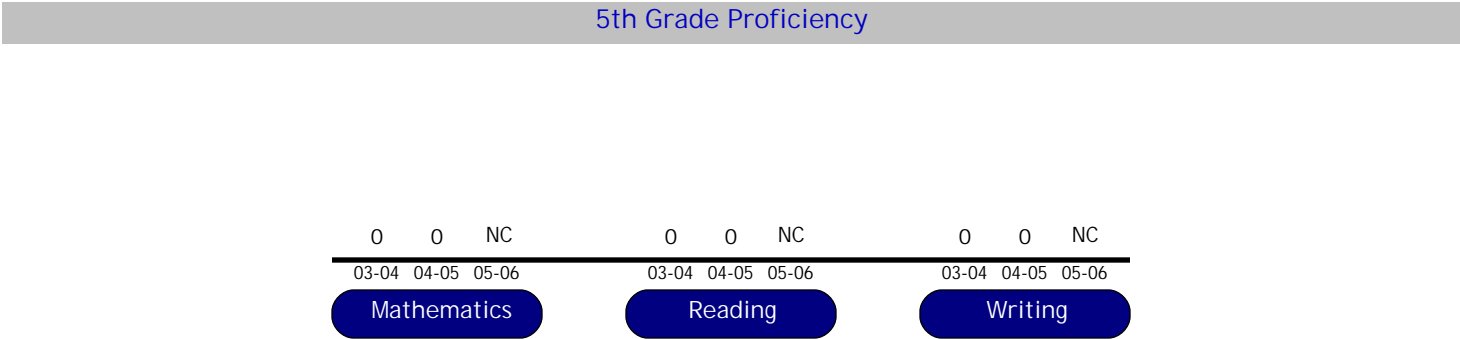
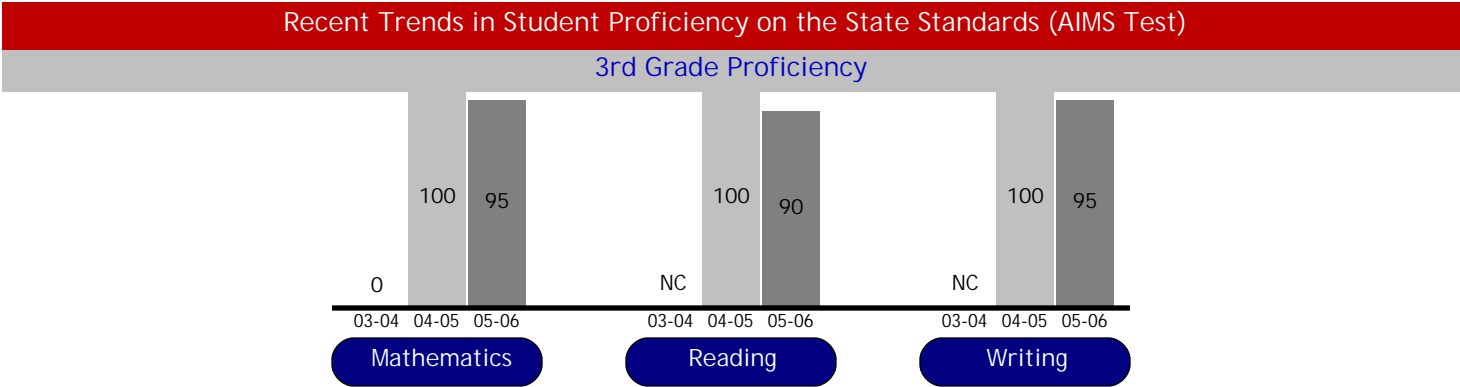
## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	79306	NC	NC	99	NC	NC	504	NC	NC	13	NC	NC	20	NC	NC	49	NC	NC	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38845	NC	NC	99	NC	NC	505	NC	NC	11	NC	NC	20	NC	NC	50	NC	NC	18
Male	NC	NC	40383	NC	NC	98	NC	NC	504	NC	NC	14	NC	NC	19	NC	NC	47	NC	NC	19
African American	--	--	4171	--	--	98	--	--	485	--	--	20	--	--	26	--	--	44	--	--	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	NC	NC	36234	NC	NC	99	NC	NC	523	NC	NC	6	NC	NC	13	NC	NC	52	NC	NC	28
Students with Disabilities	--	--	10286	--	--	91	--	--	462	--	--	41	--	--	27	--	--	27	--	--	5
Students without Disabilities	NC	NC	69020	NC	NC	100	NC	NC	510	NC	NC	9	NC	NC	18	NC	NC	52	NC	NC	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	--	--	37437	--	--	97	--	--	486	--	--	19	--	--	26	--	--	46	--	--	9
Non-Economically Disadvantaged	NC	NC	41869	NC	NC	100	NC	NC	521	NC	NC	7	NC	NC	14	NC	NC	51	NC	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	79000	NC	NC	98	NC	NC	489	NC	NC	10	NC	NC	24	NC	NC	58	NC	NC	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	38774	NC	NC	99	NC	NC	494	NC	NC	7	NC	NC	22	NC	NC	61	NC	NC	10
Male	NC	NC	40150	NC	NC	98	NC	NC	485	NC	NC	12	NC	NC	25	NC	NC	55	NC	NC	8
African American	--	--	4153	--	--	98	--	--	476	--	--	13	--	--	30	--	--	53	--	--	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	NC	NC	36135	NC	NC	98	NC	NC	508	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	--	--	9991	--	--	88	--	--	449	--	--	33	--	--	36	--	--	29	--	--	2
Students without Disabilities	NC	NC	69009	NC	NC	100	NC	NC	495	NC	NC	6	NC	NC	22	NC	NC	62	NC	NC	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	--	--	37234	--	--	97	--	--	472	--	--	15	--	--	33	--	--	50	--	--	3
Non-Economically Disadvantaged	NC	NC	41766	NC	NC	99	NC	NC	505	NC	NC	5	NC	NC	16	NC	NC	65	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	79611	NC	NC	99	NC	NC	496	NC	NC	7	NC	NC	37	NC	NC	56	NC	NC	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	NC	39016	NC	NC	99	NC	NC	511	NC	NC	4	NC	NC	29	NC	NC	66	NC	NC	1
Male	NC	NC	40519	NC	NC	98	NC	NC	482	NC	NC	10	NC	NC	44	NC	NC	46	NC	NC	0
African American	--	--	4188	--	--	98	--	--	486	--	--	9	--	--	40	--	--	50	--	--	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	NC	NC	36380	NC	NC	99	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1
Students with Disabilities	--	--	10664	--	--	94	--	--	440	--	--	23	--	--	54	--	--	22	--	--	1
Students without Disabilities	NC	NC	68947	NC	NC	100	NC	NC	504	NC	NC	4	NC	NC	34	NC	NC	61	NC	NC	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	--	--	37626	--	--	98	--	--	479	--	--	10	--	--	45	--	--	45	--	--	0
Non-Economically Disadvantaged	NC	NC	41985	NC	NC	100	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	NC	58	90	70	70	47	100	76	76	46
	Language	NC	NC	NC	50	90	59	59	47	100	73	73	48
	Mathematics	NC	NC	NC	64	93	69	69	50	100	75	75	52
3	Reading	NC	NC	NC	55	100	77	77	44	100	76	76	46
	Language	NC	NC	NC	61	100	65	65	44	100	73	73	46
	Mathematics	NC	NC	NC	61	100	71	71	51	100	78	78	52
4	Reading	--	--	--	56	NC	NC	NC	48	100	85	85	52
	Language	--	--	--	52	NC	NC	NC	49	100	85	85	52
	Mathematics	--	--	--	61	NC	NC	NC	53	100	89	89	58
5	Reading	--	--	--	55	--	--	--	50	NC	NC	NC	56
	Language	--	--	--	49	--	--	--	50	NC	NC	NC	54
	Mathematics	--	--	--	63	--	--	--	49	NC	NC	NC	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



### School Site Council

#### Council Composition

2 School Administrator(s)  
0 Non-certified Employee(s)  
7 Teacher(s)  
3 Parent(s)  
0 Community Member(s)  
0 Student(s)

#### Council Duties

Ü Community Relations  
Ü Curriculum Development  
Ü Instructional Programs and Strategies  
Ü Extra-Curricular Activities  
Ü Student Discipline

### Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	8.00
Other Professional Staff	.00	Teacher Aide	8.00

### Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	4	1	0	1
7 to 9 years	0	1	0	1
10 or more years	3	2	0	2

### Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	8
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

### Resources Available at School Site

#### Special Facilities

Ü Indoor and Outdoor Learning Environments  
Ü Bio-Intensive Garden  
Ü Computer Workstations In K-5 Classrooms

#### Extracurricular Activities

Ü Physical Education  
Ü Music  
Ü Foreign Language - Spanish  
Ü Sign Language  
Ü After Schl Dance, Gymnastics, Stretch&Grow  
Ü After Schl Soccer, Art, Chess Club  
Ü After Schl Tutoring Program K-5  
Ü Summer Camp

#### Social Services

Ü Montessori Parent Education  
Ü Before/After School Extended Care  
Ü Montessori Instruction  
Ü DES Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Added additional grade level -5th grade - for the 2005/2006 school year.
- ü Addition to Outdoor Environment curriculum: Development of first three systems of Sustainable Environmental Education Demonstrations(SEED)program - sustainable pond (water purification system), bio-intensive garden and animal husbandry units.
- ü Successful completion of teacher training on Curriculum Mapping and the successful completion of mapping the mathematics curriculum.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	84	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Mission Montessori Academy teachers and staff, along with other professionals and community members instruct and promote good nutrition, physical fitness, personal safety, sun safety and provide lessons in grace and courtesy along with ongoing opportunities for cooperative learning experiences. We employ Peaceful-Conflict Resolution techniques and skills, and implement a character education curriculum called 'Catch My Light'. Ambassadors of light become the monthly role models for the program.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Betty Matthews	(480) 860-4330
Transportation Policy	Betty Matthews	(480) 860-4330
Community Resources	Manya Paul	(480) 860-4330
School Nutrition Programs	Lorraine Harmon	(480) 860-4330
Parent Organization	Nicole Reeves	(602) 923-9298
Student Health/Nurse	Renee Gagliano	(480) 860-4330

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.